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## Supporting development through improving English language teaching and learning in Bangladesh

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BAICE, Bath,

8th - 10th September 2014

# Supporting development through improving English language teaching and learning in Bangladesh

Sub-Theme: New priorities and partnerships for Education for All:  
childhood, youth and learning.



The Open University

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# Outline

- Introduction: Teacher Development, Educational Technology and issues of Quality and Scale
- English in Action: Upscaling a school-based, mobile enhanced, Teacher Development Programme
- Research Findings from first large-scale cohort (4,368 teachers) 2012-2013
- Discussion

## 1. Introduction: Teacher Development, Educational Technology and issues of Quality and Scale

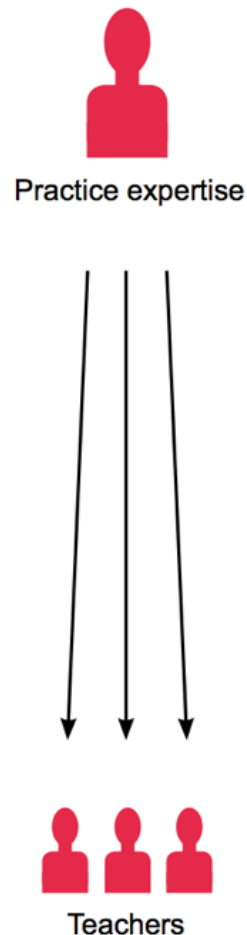
- ADEA 2005: report on quality of education in Africa: “Access must be combined with an emphasis on quality”
- World Bank 2011: 2020 Education Strategy: “many children and youth in developing countries leave school without having learned much at all”
- United Nations 2014: MDG review: some 58 Million students out of school (opportunity costs).
- Moon 2014: launch of 2013-14 GMR: a great numbers of poorly or unqualified teachers, teaching ever increasing numbers of students

# Common forms of Teacher Development

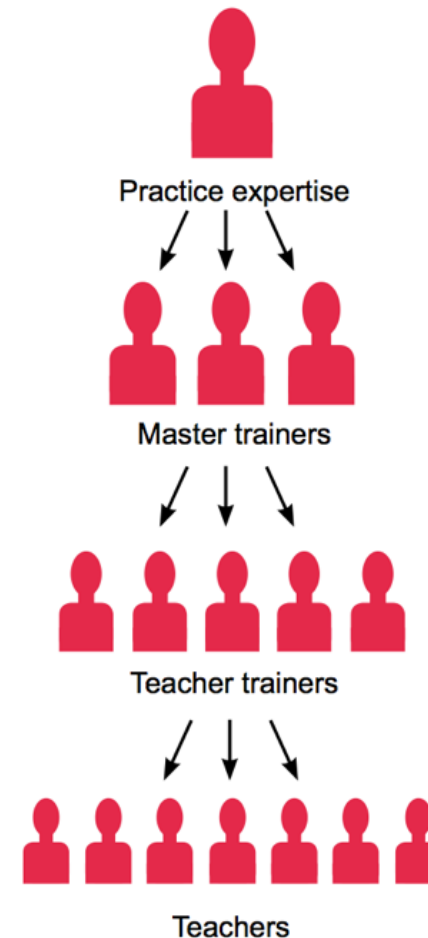
e.g. context: UP 2012:

- \* RMSA introduction; NCERT maths & Science exams
- \* 449 new schools; 402 schools 'uplifted'; 26,000 teachers to train through INSET

## 1: Boutique education



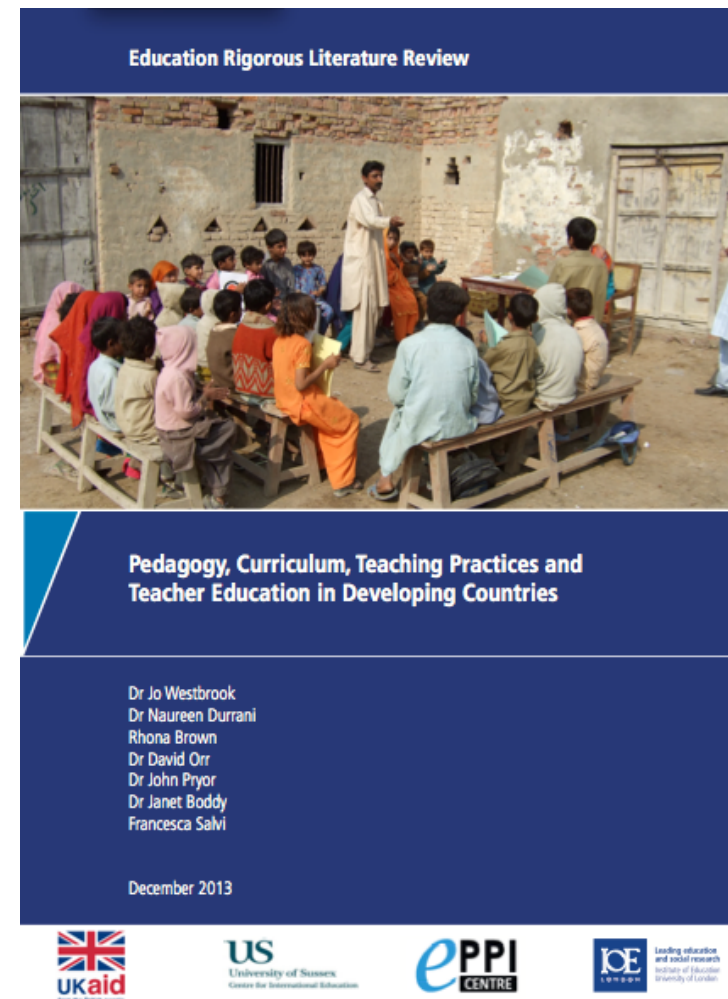
## 2: Cascade system



# Rigorous Literature Review: ...Teacher Education in Developing Countries

How can teacher education and guidance materials best support effective pedagogy?

- i) teacher **peer support**;
- ii) **alignment** of professional development **with teachers' needs...** and **follow-up monitoring** of teachers;
- iii) **support from head teachers**; and
- iv) **alignment with the curriculum and assessment.**



Westbrook et al, 2013

# Educational Technology?

- Many studies show that increased access to ICT, of itself, has little or no demonstrable impact on quality of educational practices or outcomes
- IRI, classroom audio or video on teachers mobiles, eReaders for literacy, CAL for remedial maths, project based learning: some examples of impact
- Characterised by: strong curriculum-pedagogic focus, supported by learning materials; robust teacher development & monitoring

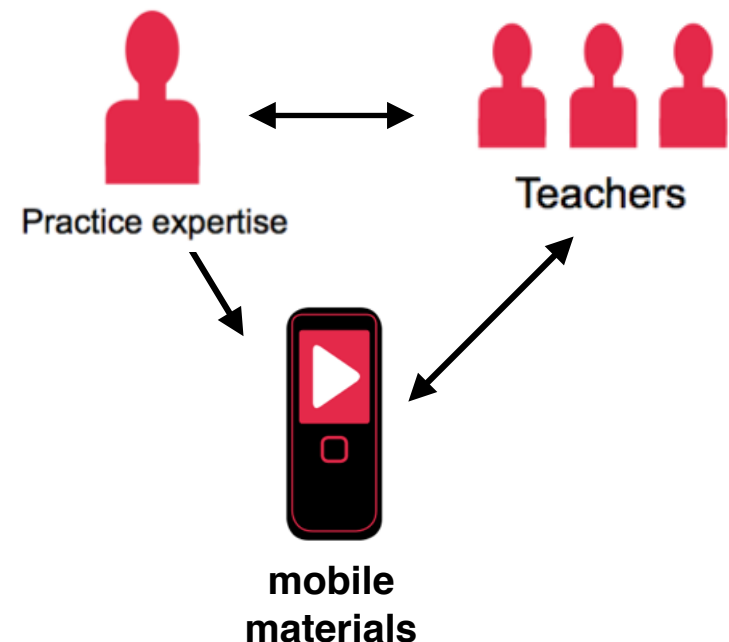
## 2. English in Action: Upscaling a school-based, mobile enhanced, Teacher Development Programme

### Conceptual framework

- teachers identity and expertise is developed in context of local practice
- the school is the main setting of professional learning
- cultural artefacts and tools mediate learning
- support mechanisms integrated school-based peer support

Social Practice Theory. See for example:  
Chaiklin and Lave, 1993; Vygotsky, 1962;  
Bruner, 1996; Sen, 1999

### EIA Pilot approach



See: Power et al (2012):  
The Curriculum Journal, 23(4):503–529



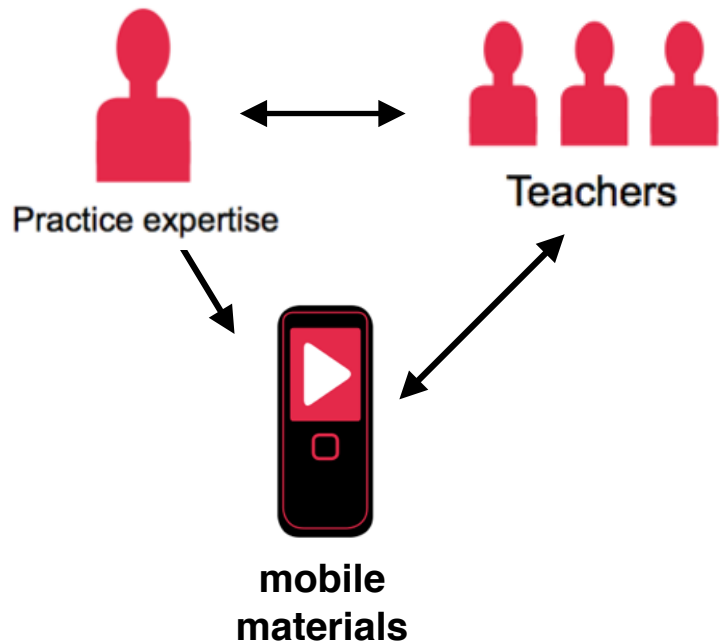
phase	phase II - pilot (2008 - 2011)	phase III - scale (2011 - 2014)	phase IV - institutional (2014 - 2017)
Teachers	600 GoB teachers	12.5 K Teachers	38k Teachers
Students	118k students	2M Students	4.6 M students

# As scale increases...

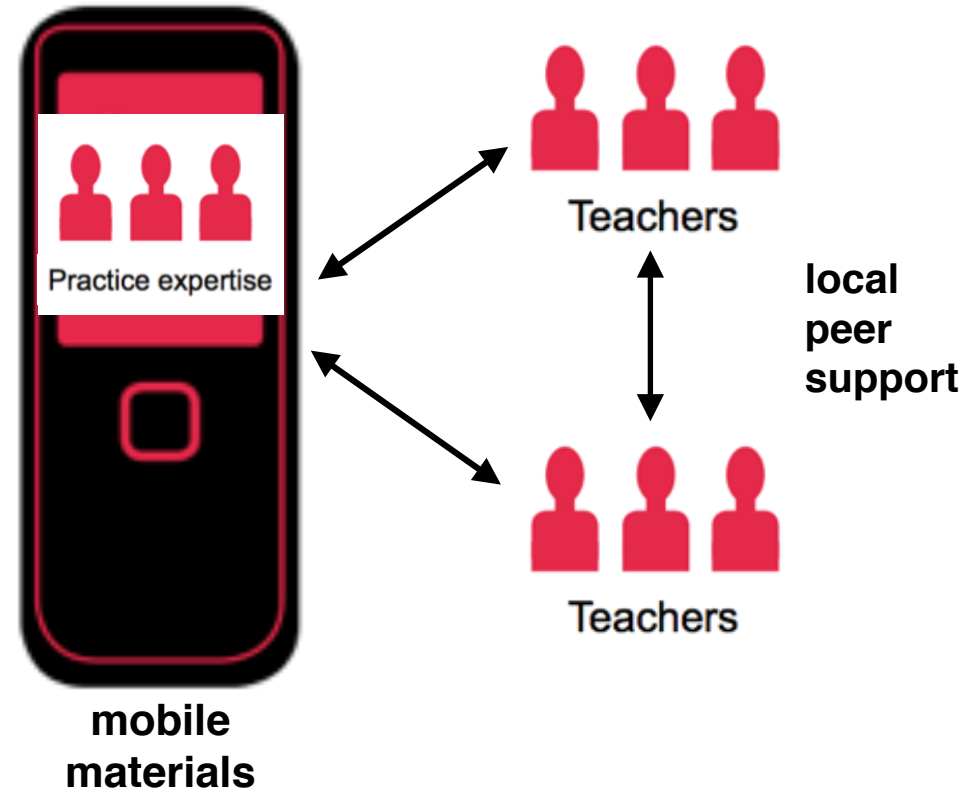
- Availability of international or national expert capacity (time), per teacher, substantially decreases
- Centralised delivery becomes increasingly unmanageable (workload, travel time, communications)
- Inputs (number of days for face-to-face support, extent of materials) need to increasingly align with national norms for sustainability

...emphasis on local peer support,  
with practice expertise via  
(offline) mobile technology

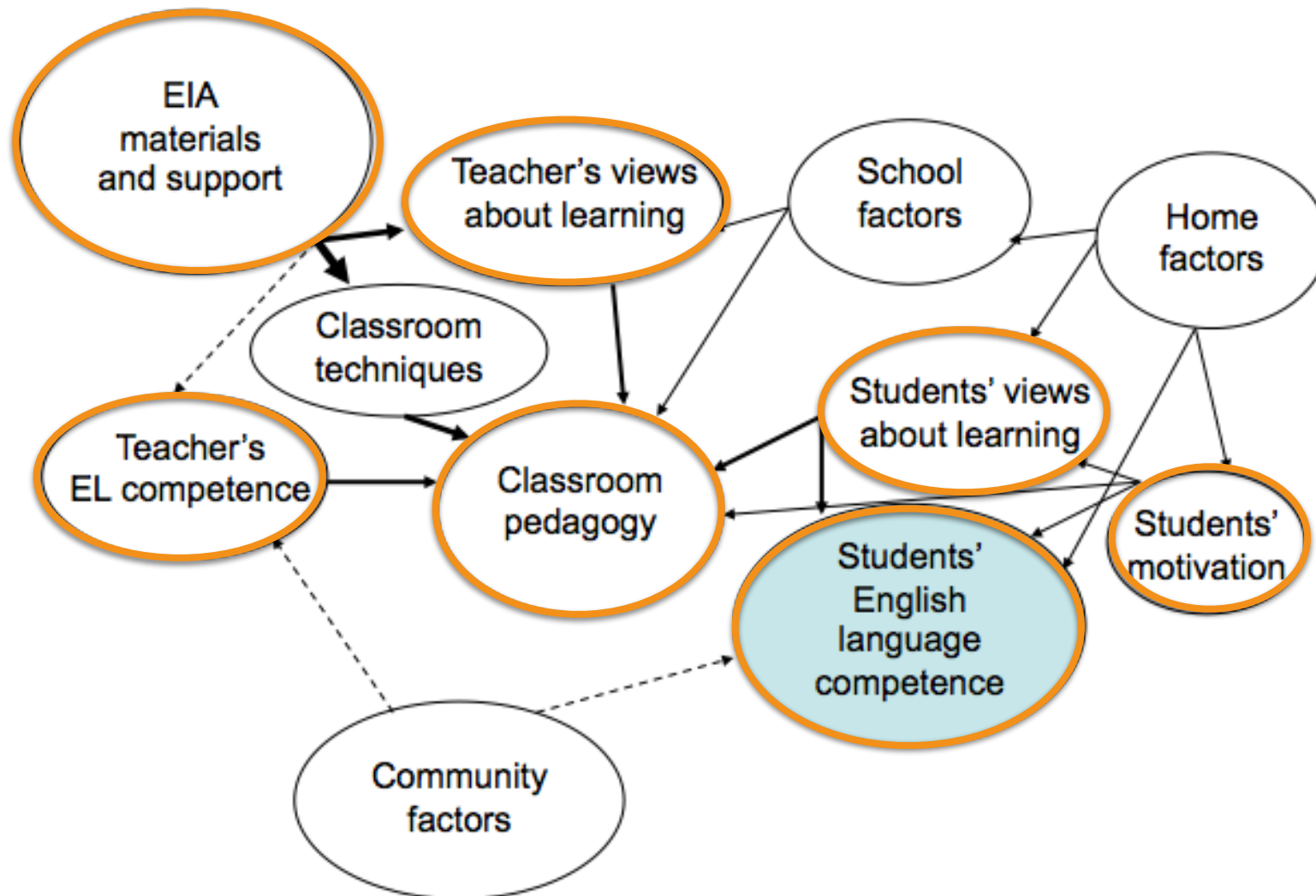
Pilot



Upscale



### 3. Research Findings from first large-scale cohort (4,368 teachers) 2012-2013



# teacher & student perceptions

focus:	findings:	issues
1. teachers' views (on ELT, practice, students and the programme)  2. students' views (of English and their experience of English lessons).	<ul style="list-style-type: none"><li>Teachers report improved competence (96%-99%) and confidence (88-89%) in using English.</li><li>Most teachers (63-66%) strongly agree has impacted teaching practice.</li></ul>	<ul style="list-style-type: none"><li>Strong residual attachment to traditional practices: e.g. primary students reported enjoying learning grammar rules (95%) and being corrected by the teacher (98%).</li></ul>
<b>sample:</b> 269 primary teachers, 123 primary head teachers and 143 secondary teachers.  376 primary and 457 secondary students.	<ul style="list-style-type: none"><li>89% of all teachers say focus of lessons is now on student communication and interaction</li><li>students report regularly speaking in English (79%-80%)</li></ul>	<ul style="list-style-type: none"><li>Secondary teachers perceive improvements in own English competence, not evidenced in assessments.</li><li>2/3 of primary students, but only 1/3 of secondary students, report T talking mostly in English.</li></ul>

English in Action (2014). Perceptions of english language learning and teaching among primary and secondary school teachers and students participating in english in action: Second cohort (2013).

Research report, English in Action, Dhaka, Bangladesh.

[www.eiabd.com/publications/](http://www.eiabd.com/publications/)

# classroom practices

focus:	findings:	issues
To what extent do teachers show improved classroom practices, particularly in relation to the extent and language of student talk	<ul style="list-style-type: none"><li>• student talk time increased substantially (to 27% primary; 24% secondary).</li><li>• student talk in target language increased substantially (to 91% primary; 87% secondary).</li></ul>	<ul style="list-style-type: none"><li>• Despite increases in pair and group talk, primary student talk was dominated by choral work (46%), and secondary students by individual talk (53%)</li><li>• This quantitative study doesn't shed light on the <i>quality</i> of student talk.</li><li>• Observations show secondary teachers using spoken English more than primary teachers; student perceptions are the opposite.</li></ul>
<b>sample:</b> 401 lesson observations (256 primary, and 145 secondary).  primary (61%) and secondary (21%) female teachers	<ul style="list-style-type: none"><li>• substantial increases in observations of student talk in pairs or groups (18% primary; 28% secondary).</li><li>• teachers talked less (45-48%) but used target language more (76-87%)</li></ul>	

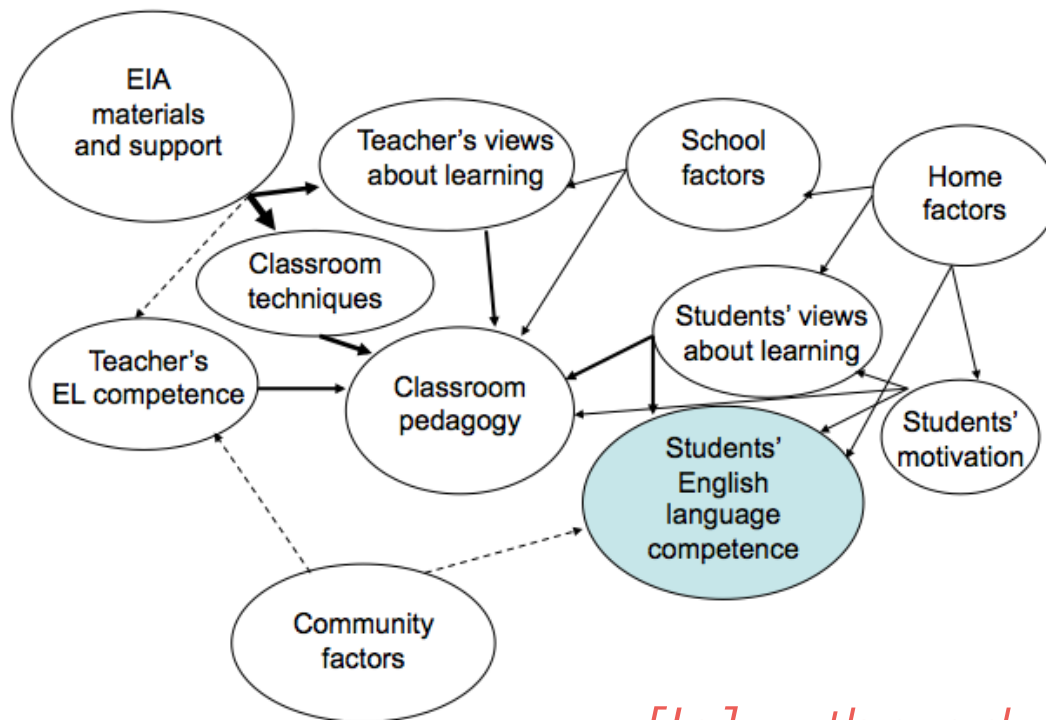
English in Action (2014). Classroom practices of primary and secondary teachers participating in english in action: Second cohort (2013). Research report, English in Action, Dhaka, Bangladesh.

# learning outcomes

<b>focus:</b> To what extent do the students and teachers show improved EL competences?	<b>findings:</b>	<b>issues</b>
<b>sample:</b> 605 teachers (246 primary, 286 secondary; 73 primary heads)  884 students (463 primary; 421 secondary)	<ul style="list-style-type: none"><li>• primary students: improvement over baseline (34% more Grade 1 or above; 20% more Grade 2 or above)</li><li>• primary girls (74% pass) higher than boys (65% pass).</li><li>• secondary students: improvement over baseline (14% more Grade 2 and above, and 11% more Grade 1 and above)</li></ul>	<ul style="list-style-type: none"><li>• Primary teachers improved over baseline (7% more Grade 2+; 3% more Grade 3+).</li><li>• Secondary teachers no statistically significant difference to baseline.</li><li>• Secondary teachers self-reporting of improvement very similar to primary teachers.</li><li>• Secondary students still improved, but not as much as primary.</li></ul>

English in Action (2014). English proficiency assessments of primary and secondary teachers and students participating in english in action: Second cohort. Research report, English in Action.

## 4. Discussion: Quality and Scale - Teacher Development, Educational Technology, Evidence



- how do teachers learn to improve practice?
- challenges of scale?
- role of educational technology, if any, in improving quality?

*[Is] ...the education research community...  
[providing] the sort of evidence  
that policy makers and practitioners want'?*

(Moon, 2014. GMR launch, IoE, London)